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JOURNAL OF EDUCATION

The National School Weekly

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Human Frailties of Supervisors
Fifth in "Problems of Personality" Series
GARRY CLEVELAND MYERS

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CHARLES F. DIENST

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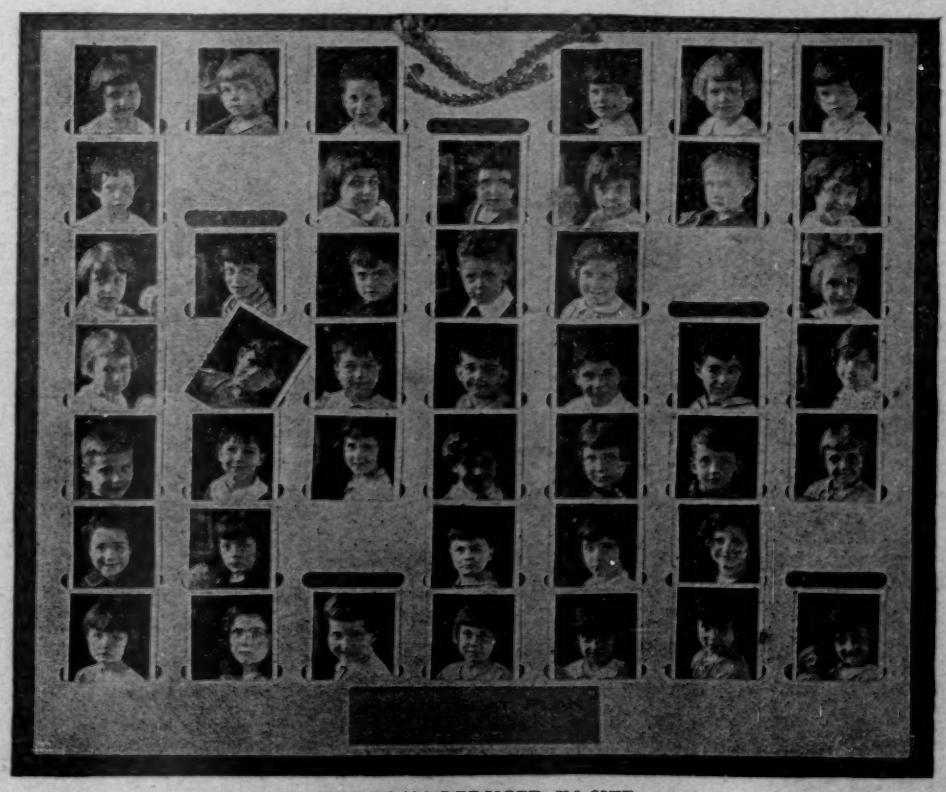

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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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Editorials

The Best School Years

THESE three school years, 1929-31, have been by far the best of any three years of the sixty-seven years that I have been professionally interested in American education. School buildings are the best and are the best equipped; school grounds are larger, better equipped, and better used; teachers have better academic and professional equipment; children have better books, better courses of study, better out-of-school projects, better attention to their health.

Teachers have better salaries, better pensions, better retirement conditions than were ever known.

Families receive vastly better attention from schools; adult education has been marvelously developed; illiteracy has been wonderfully reduced.

There has been nothing comparable to the superior advantages to children from before birth to manhood and womanhood; nothing approaching the school service, civically, industrially, and socially, to individuals and communities.

Civilization's Opportunity

CIVILIZATION has a great opportunity to re-create the world, and American education can be of immediate and important service to civilization at this time.

Every continent and country, every race and creed is being loosened from its traditions and prejudices by civic, economic, and social disturbances.

It is not easy to understand how there could be all at once a universal civic, economic and religious disturbance which could threaten to jeopardize civilization.

In the language of an interesting American of half a century ago: "It is a condition and not a theory" that confronts us.

That which interests us now is the fact that American education seems to have prepared this country to withstand the first fierce assaults of these disturbances so well as to be in a position to offer a helping hand to those peoples whose very existence has been threatened.

The schools of this country at this time have the greatest opportunity and responsibility of all time.

How are you and I and all of us school people meeting this responsibility?

The Crisis in City Schools

UNEMPLOYMENT focuses all the consequences of deflation. Unemployment furnishes the germs of present discontent.

The city provides conditions for breeding pestiferous civic, social, and economic germs.

Unemployment has a common grievance in deflation, and the city magnifies this grievance.

The cost of schools is so large in comparison with fire, police, and other departments that it attracts early attention. The city superintendent is the easiest target, and is in greatest danger because he can be reached indirectly.

The city superintendent has had to advocate all professional increases in expenses; increases in salary, smaller classes, more teachers, sabbatical year, retirement provisions, pensions, free textbooks, school libraries, supplementary books, health promotion, every conceivable thing has had to be sponsored by the city superintendent publicly.

Inevitably he is the natural target when the attention of the public is centred on taxation as at present.

He has had to champion higher tax professional conditions in legislatures as well as city councils, and the press plays up his prominence as an educational leader in conventions and conferences.

He is not the direct issue, but in the popular complaint of high taxes, members of school boards up for re-election, new candidates for election, or an increase in the number of members on the school board, it is easy for unprincipled schemers to secure a pledge secretly, and pass the word around surreptitiously, and thus viciously penalize a superintendent. This has been done recently, and may be done often unless the public makes the safety of the city school systems the only issue.

The Teacher's Business

THE present business situation brings into bold relief the exceptional business relations of public school teachers.

It has been easy of late to emphasize the fact that one sacrifices no civic or social personal "rights" by being a public school teacher.

It is now forcefully demonstrated that a public school teacher has a distinctly different relation to the community than other wage earners. All public school teachers and officials are supported by public taxation.

The public schools are not expected to produce, create or otherwise increase material wealth.

Most other tax money is used for material purposes. The material return for public school tax money is not expected to function when it is used.

The public school tax money is invested in faith that it will materialize later in the production and creation of those for whom it was voted.

Public school teachers are supported by the citizens as they choose to provide them with conditions for living and working in anticipation of ultimate material community benefit.

In an emergency like the present there is liable to be a sentimental advantage in advancing money that is to materialize in producing some immediate material advantage.

Education Week

"AMERICAN Education Week" will be of exceptional interest and importance this year. Many things conspire to make it universally attractive.

The harmonious relations of the National Education Association and the Office of Education, and the elimination of all phases of creedal and racial intolerance give the week, November 9-15, for the first time a genuine American education with no trace of propaganda.

"Tolerance" will be the slogan everywhere by everybody all the time. It is a joy to have lived to see such a week as will be enjoyed this year.

There will be some danger of indifference because propaganda did sometimes intensify excitement. All lovers of America and all who are devoted to education should make an unusual effort to magnify American education for the sake of civilization and humanity.

Posters of N. E. A.

THE "Posters of American Education Week" issued by the National Education Association are by far the most important demonstration of the significance of modern education that has even been available for school use.

There is one each for the emphasis of "Economic Progress," "Child Health," "Citizenship," and "Loyalty to Law," "A Higher Level of Intellectual Life," "Enrichment of Adult Life," "High Ideals of Home Life."

This year the Association has provided more highly valuable material for use for Education Week than in any other year. It interests us more than that prepared for every other year.

Francis W. Kirkham

FRANCIS W. KIRKHAM, whose work in the Granite District in Utah gave him high recognition as a creator of an entirely new community service in character building through the home life of children in their school, social and economic activities, has become the national executive of the National Child Welfare Association, 70 Fifth Avenue, New York City, and is devoting himself exclusively this season as the representative of Charles F. Powlison. His first and highly important demonstration was in Nebraska.

Belding's Page

Middlebury's Distinction

THE development of modern language instruction at Middlebury College is significant of what may be done by colleges of moderate size as contrasted with universities.

Every institution of higher learning may well aspire to the earning of special distinction in some particular fields of intellectual effort. Usually it is quite beyond the resources of a liberal arts college to excel in each of its departments, though it may and should maintain creditable standards in all departments of its work. In most colleges, however, it would be entirely possible to build a well-merited reputation in some chosen branch of learning. The starting point for such emphasized performance probably exists in every seat of learning in the country, where it may await only the discovery and strengthening which a sympathetic president and board of trustees can give.

Round Pegs and the Jackknife

MUCH of the work in elementary and junior grades has exploratory value. It helps boys and girls to find their interests and aptitudes.

Are the discoveries thus made actually applied in later years to the selection of vocations?

Can they be so applied?

As our civilization becomes more complex in its organization, the lines of employment become more numerous, of course, but a great many of these lines are so narrowed down as to leave little scope for the individual to exert his peculiar abilities. What seems to be most necessary, for the rank and file of American workers, is an eternal flexibility and adaptableness. Industry is far from stabilized, A single change of fashion, the introduction of some new device, may at any moment cause the downfall of an industry and the ousting of thousands of workers.

If every child had a definite bent and could do nothing else in life but follow that proclivity, the fact is obvious that the matching of jobs with workers would be impossible. By no conceivable chance could there be just enough jobs of the right type to fit workers having a single inflexible ability or ambition.

Fortunately most persons are born with more than one potential means of earning a livelihood and being reasonably content with their vocation.

Exploratory work in schools must not only explore the capacities of boys and girls, but it must explore also the demands for workers in many different areas of activity. To advise a youth to become something that the business or professional world does not want is to render an unpardonable misservice.

Round pegs will sometimes have to be shaped to fit into square holes or holes of other shapes. In general the holes will refuse to reshape themselves. The duty of the guidance expert is to consider the existing holes and, in view of individual characteristics, to lead pupils toward such holes as they can, by a little judicious whittling, be made to fit.

To the child of rare natural endowments this does not so much apply. That there is plenty of room at the top in every calling is still abundantly attested by common observation, though the selective process does not always advance the best qualified to the uncrowded summits.

Sub-Collegians

HIGH schools have, to a considerable extent, broken loose from their former domination by the colleges. That is to say, in most high schools of today it is possible for pupils who do not expect to attend college to obtain competent instruction in a variety of subjects uncontrolled by college specifications.

The high school student pursuing the academic course does not, however, find his choice of studies correspondingly liberalized. He may and often does chafe a good deal under the limitations which are put upon him. For, in order to meet college specifications, he must devote a disproportionate amount of time to prescribed studies. He may have shown aptitude for manual arts in the junior high school, but he is denied the privilege of going on with this work in the senior high school. It would not "count" for college. He may have a scientific turn that has been brought to light in the earlier grades, but by some arbitrary arrangement of the schedule he is forbidden to study physics or chemistry in senior high school unless he is fitting for a technical institution. As for business arithmetic or bookkeeping, this is quite beneath the dignity of the college preparatory pupil, of course!

Isn't it about time a little more leeway were allowed in the matter of secondary school electives for pupils who intend to enter college? The colleges themselves could do no greater service than in relaxing their grip upon a fraction of the preparatory work. But the high schools, too, could perhaps devise ways of letting college preparatory pupils share some courses available to other pupils.

Anson W. Belding

Associate Editor.

Our Specialties *at* Middlebury

By PAUL D. MOODY, President

Middlebury College, Middlebury, Vermont

THE specialty at Middlebury is one which has been, as it were, forced upon us. During the decade of this century when the economic waste entailing the letting of expensive equipment lie idle for twenty-five per cent. of the year was leading to the development of summer sessions, Middlebury, like many other institutions, was forced into a summer use of its buildings.

But there was little demand for the general summer session, and Dr. E. D. Collins, then active in the college, conceived the idea of highly specialized summer sessions for the languages. The basic idea was to subject the student to a regimen of concentration in the language studied. It began with German and French, each as separate units. The requisites were a speaking knowledge of the language and a willingness on the part of the student to take a pledge to speak no English while in residence.

The War led to the temporary abandonment of German, and its place was taken by Spanish. These schools have grown until they tax to the utmost the facilities of the college. The best teachers of these languages in America are secured, and their efforts are strengthened by importations from France and Spain. The effort has been recognized by the ministers of education in both France and Spain. Valuable gifts of books have been made, and in both cases decorations have been conferred by these governments upon officials connected with the schools.

When in the current year it was deemed an auspicious time to re-open the German School, similar interest was shown by the German government, the German consul visiting the school twice and securing for it both books and pictures of no little value. Because of the congestion on the campus with the French and Spanish, this latest addition to the scheme had to be housed in a village twelve miles from Middlebury.

The effect upon the college of these three healthy offspring has been most encouraging. It has made possible better teaching of languages during the college year, and attracted a growing number of graduate students, with the advantage their presence confers. It has meant a growing reputation for the college along these lines, and has so made it easier for graduates who enter teaching to secure better positions.

The impetus the languages have received has made it possible to conduct houses during the college year in which a foreign language is spoken exclusively so that familiarity with the spoken language has been cultivated as well as a knowledge of its grammar and literature.

ANOTHER result has been, in part through a constant exchange of teachers in the minor positions, and in part through exchange students, to develop a better understanding of French and Spanish and German people. Our students who travel abroad have in almost every centre of culture, someone they had the opportunity to meet at Middlebury. The addition this makes to a cosmopolitan and international point of view is marked and valuable.

Closely related to these language schools is the

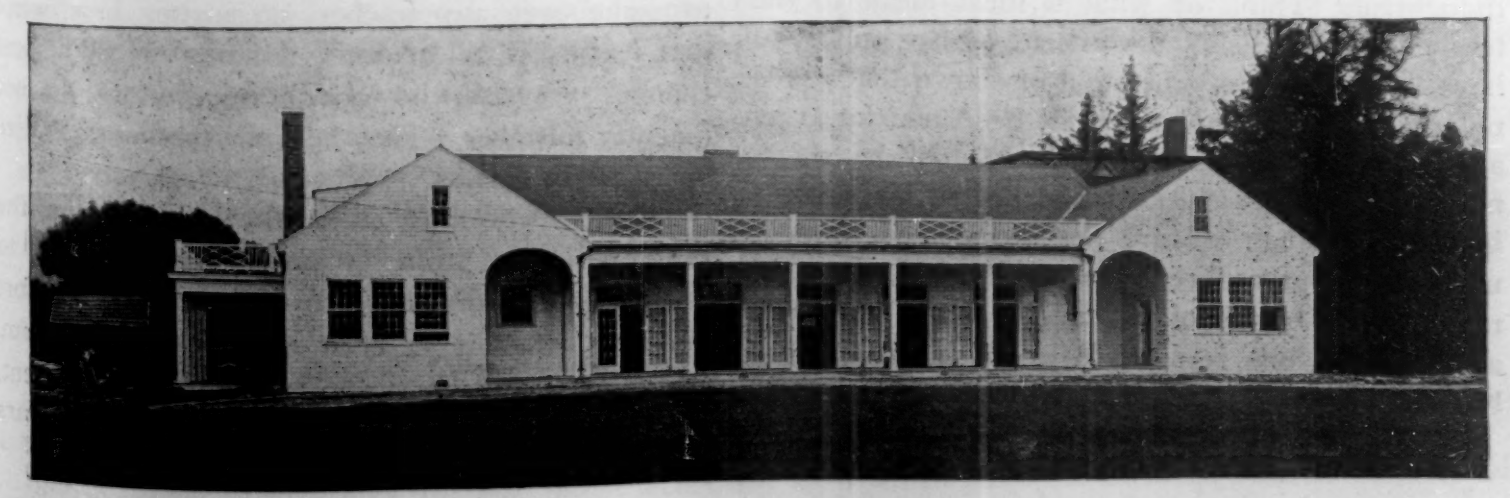
Bread Loaf School of English. In 1916, by the death of Joseph Battell, the college found itself the possessor of thirty-five thousand acres of mountain land, mostly timbered. Mr. Battell had possessed a hotel in the centre of this tract, and had gradually been acquiring land to protect the remarkable views the hotel commanded, as well as the roads which lead to it. In his day he had secured the attendance of an interesting group of the literati of his time. The college, faced by the problem of the use of the inn, which was not adapted to competition with modern larger hotels by seaside or lake, it was decided to conduct a summer session in English in which the emphasis should fall rather on creative writing than on literature of our own New England. This school likewise has grown until the facilities are taxed, the more so as certain parts of the inn are still reserved for guests and transients. Many of the leading names in American letters have been inscribed of late in the old register of the hotel, their bearers lecturing or teaching during the six weeks of the session.

BRETON PEASANTS, INTERNATIONAL BALL

FRENCH REALIA MUSEUM

Several years ago, again in response to a demand, a two-weeks' conference for writers was opened where editors and literary reviewers gather informally with aspiring essayists, journalists and poets, to share experiences, answer questions, and establish contacts. Since this is more practical than academic, no credits are given, but nearly every year some novel or collection of poems emerges from the manuscripts which come in the traveling bags or despatch cases of the attendants.

These various schools, attended for the most part by school teachers, have served to advertise the college both in a desirable way and to the very class of people we most want to know about, those who seek educational advantages for the sake of education rather than for social or athletic opportunities. Eighty-five per cent. of our summer students are already in possession of a degree, and as they come from all over the United States they make friends for the college in the most unexpected ways and places.



THE LITTLE THEATRE AT THE BREAD LOAF SCHOOL OF ENGLISH

Problems *of* Personality

By GARRY CLEVELAND MYERS
Western Reserve University, Cleveland

Author, "The Learner and His Attitude," "The Modern Parent," "Building Personality in the Child."

V—Human Frailties of Supervisors

"Perhaps the greatest horror which the teacher has is that her pupils might know she is disapproved. Gradually supervisors are learning never to criticise adversely the teacher in the presence of pupils."

SUPERVISORS, like teachers, are human beings, and as such possess the usual array of human frailties. Because of these frailties, many teachers must endure a good deal of needless suffering which they inevitably pass on to their pupils.

Let it be recognized at the outset that the supervisor does not purpose to annoy any teacher. She earnestly sets out to help the teacher become more efficient as an instructor, therefore more attractive as a personality. She has been selected for her position because of her supposed superiority at teaching skill and at cultivating similar skills in teachers. She is a hard worker and very conscientious. She may lie awake nights worrying lest she had not done so much to help her teachers as she should. Her very industry and conscientiousness sometimes cause her to do most harm. It is no secret among teachers that many of them suffer constant dread of the supervisor, and that when she appears before their classes many of them are almost or entirely incapacitated. Nor is it the weak teacher who is the greatest sufferer. The more conscientious the teacher is the more dread she has of the supervisor's disapproval.

Perhaps the greatest horror which the teacher has is that her pupils might know she is disapproved. Gradually supervisors are learning never to criticise adversely the teacher in the presence of her pupils; but not nearly all supervisors are so thoughtful. Think of what it must mean to the teacher who cherishes the esteem of her pupils, to have them hear or see her told or shown that she is not teaching well! There is in the American army an unwritten law that no officer shall be reprimanded nor adversely criticised before his subordinates. Although we are not accustomed to hold up military procedure as a model for personnel relationships in school, we might well imitate the army in this one respect, if we wish to be more humane in regard to supervision in the school.

How it distresses a teacher to have a supervisor bring guests with her and carry on a conversation with them, not loud enough to be heard but amply audible to distract the pupils and to keep the teacher wondering all the while what is being said! The teacher can hardly feel comfortable at such times. She cannot concentrate. Neither she nor her pupils can approach their best.

The teacher shows all possible deference to the supervisor, knowing that it is to her advantage to do so. The relationship ought to be reversed, to be most healthy. The supervisor ought to count it a privilege to be welcomed as a guest into the privacy of the classroom. An occasional supervisor so assumes, and acts accordingly.

The average supervisor, being human, is encumbered by certain standards of what she counts good teaching. What these standards are depend pretty largely upon the particular brand of methods she has been saturated with, and the particular tin-god of educational philosophy she has been worshiping. Regardless of her training, she is almost sure to see in the average teacher errors of procedure she believes should be corrected right away. Granted that they are serious mistakes, if they are numerous, and if, following every visit by the supervisor, she is told about all these errors, she may be hopelessly discouraged instead of being helped. No one can profit from a preponderance of adverse criticism. This fact the supervisor often overlooks. She might well decide that she is not going to make over any teacher, no matter how weak that teacher is, all at once. Human nature at best changes very slowly. Great supervisors do not magnify mistakes. They help the teacher capitalize on small successes.

Teachers who must adjust themselves during the same period of time or on successive terms to several supervisors, have to exert a deal of effort guessing what it is each one expects of them. Some of these supervisors are so very different, that the teacher has a hard time to shift the gears

properly when each one arrives. Naturally the teacher must assume that if one is right the other must be wrong. Her only conclusion then can be that what is to be done is merely a matter of each one's personal whim or preference. In that event, the teacher cannot have whole-hearted respect for supervision nor for supervisors. She may, indeed, grow cynical about the whole matter, bearing the inevitable annoyance as a necessary burden.

Some unusual teachers with considerable poise and sense of humor rise above the petty annoyances which trouble their less fortunate colleagues, and are ready to profit from all the supervisory suggestions which they know they can put to good practice, easily ignoring others.

In the article on the teacher's human frailties we observed how we teachers, in our unconscious effort to feel relatively superior, tend to lord it over our pupils. The very nature of the supervisor's job exaggerates this dominating urge in her relation to her teachers. This urge will assert itself to some degree, in spite of her efforts to the contrary. But if she knows about it and the hazards it is prone to perpetrate on her teachers when unchecked, she will naturally be more vigilant. She will set about to exercise her imagination frequently, to put herself in her teacher's place so as to think a little as she thinks, feel a little as she feels, and understand a little as she understands. Her first concern will be the personality and mental health of the teacher and the pupils. When such shall have become the major interest of the supervisor, few teachers in her official presence will have personality fears, more will welcome her visits to their schoolroom, and the whole institution of supervision will have won among the rank and file of teachers the reputation it deserves.

The school administrator has no easy task selecting supervisors and evaluating their efficiency. He usually sees them in a wholly different relationship from that in which they are observed by teachers. As he grows more concerned about the human aspects of teaching he will make it his business to find out about the qualities of the supervisor in terms of the teacher's personality and mental health, and of the personality and mental health of the pupils, knowing that by these criteria he can best measure her fitness for her work.

Idaho's Dwindling Endowments

By CHARLES F. DIENST

Superintendent, Boise Public Schools

A federal land grant of three million acres made for the benefit of public education when Idaho gained statehood, has been shrinking, and Idaho citizens are trying to ascertain the facts and guard the residue.

IT TOOK the harder times of recent years to stir up the interest of the school people and citizens of Idaho generally in the public school endowments of the state. When the public school trustees realized that district taxes had increased 120 per cent. and county school taxes more than 200 per cent. since 1917 while the earnings from endowments had increased only 14 per cent. during this same period, these officials insisted on finding out about the semi-annual apportionments of endowment earnings instead of levying higher taxes. Two important investigations of these trust funds and resources have grown out of these conditions and are under way at this time in Idaho. The first of these investigations has to do with the status of permanent endowments; the second, with the responsibility of the state as the guarantor of these funds.

The federal endowments under consideration have their origin in the federal land grants made to the state upon her admission into the Union July 3, 1890. The grants for the public schools approximate three million acres, and the grants for state institutions amount to a half million more, making a grand total of three and one half million acres for the public schools and institutions of the state. Funds and securities including sale contracts derived from the grants to date exceed fifteen million dollars. Endowment earnings including interest on investments and sale contracts and rentals are close to a million dollars a year. Surely a heritage worth looking after when taxable valuations are decreasing and demands for education are increasing.

In 1925 the State Board of Education requested an appropriation of $75,000 from the legislature to find answers to the following questions:—

How much land did we receive from the federal grants?

How much have we sold?

How much have we left and where is it?

How much money did we receive for land sold, and what have we done with it?

How much have the earnings been from land sales

and leases, and how were these earnings distributed?

What is the status of the irreducible trust endowment funds arising from the federal grants, and of which the state is not the owner but merely trustee?

Swift, Cubberley, and other authorities had made some studies of conditions in Idaho in connection with their investigations of the "Endowment Magnificent" in the several states of the Union, and there had been three investigations under the immediate direction of officials in charge of endowment administration; and yet the State Board of Education found it necessary to ask for an appropriation of $75,000 to make sure of endowment holdings after thirty-five years of state administration.

The legislature followed the precedent of previous sessions and passed a bill setting aside $9,000 for: "The payment of salaries, wages and supplies of an expert accountant and a stenographer to be employed by the Bureau of Public Accounts during the period beginning on the first day of March, 1925, and ending on the thirty-first day of December, 1926, to examine, compile and report the status and conditions of the federal land grants and audit the various endowment funds of the state of Idaho." The governor vetoed the law on the ground that neither the amount appropriated nor the time given was sufficient for a complete audit.

The State Board of Education took no further action. The status of the endowments remained uncertain and the administration of the endowments continued in *statu quo,* until the public school trustees of the state formed an organization in 1929 and began to take an active interest in endowment resources and administration.

This organization employed a professional accountant to make a "spot check" on endowments and report his findings. Largely as a result of the conditions revealed in the report, the legislature made an appropriation of $10,000 in 1929 for the beginning of an audit and the establishment of an accounting system. This investigation was placed in charge of the director of the State Bureau of Public Accounts, who submitted a preliminary report in December, 1930, covering the period from statehood to 1919.

Those who made the investigation found it necessary to collect documents of transactions and construct accounting records. The report showed that farm loans made from endowment funds which had been foreclosed run upwards of $4,360,000. Supplementary investigations disclosed the fact that the expenses on foreclosed lands since 1923 already exceed $423,000, and liquidation has only begun. Under the provisions of the Farm Mortgage Fund Law passed in 1923, these expenses are assessed against the endowments.

In view of these disclosures, the legislature in 1931 did not hesitate to appropriate an additional $10,000 for the completion of the audit. Even though the effort has been limited to the collection and verification of records of previous biennial periods, the audit has won increasing support from officials and citizens generally. There is a growing determination to find the truth about the endowments and to realize upon endowment values in the interest of legal beneficiaries. The audit will not be completed until 1932.

Of even greater importance than the audit to determine the status of the endowments are the legal proceedings to test the liability of the state as the guarantor of endowment funds, which constitute the second phase of endowment investigation in Idaho at the present time.

When the Endowment Audit Committee of the Idaho Public School Trustees' Association noted the depletion of permanent funds and the loss of revenues resulting from investments in farm loans, this committee promptly instituted proceedings in the Idaho Supreme Court to test the validity of the Farm Mortgage Fund Law. The question before the court was: Can the state use the receipts from the rentals and sale of foreclosed lands to pay taxes, water charges and costs incident to foreclosures, or must the state itself pay such costs? The answer to this question fixed the liability of the state as the guarantor of endowment funds so far as the state is concerned, even though the Constitution specifically provides that "the state shall supply all losses that may in any manner occur." The Supreme Court of Idaho held in a majority opinion that the Farm Mortgage Fund Law is valid and thereby made the endowments their own guarantors.

In the Congressional Admission Act, the proceeds of the grants are designated "Permanent Funds." According to this document the earnings only of these endowments may be used for the support of the public schools and institutions and for no other purpose whatsoever. The state acknowleged the terms of the grants in its Constitution. The provisions of the Admission Act and the provisions of the state Constitution with respect to the federal land grants, therefore, constitute an agreement between the state and the federal government. Because of the terms of the compact, the decision of the Idaho Supreme Court could not be considered final, and the committee of the Idaho Public School Trustees' Association in charge of endowment investigation appealed to the U. S. Supreme Court, where the case now rests in the form of a jurisdictional brief.

The audit of endowments is still incomplete and the results of the legal proceedings testing the liability of the state as guarantor of endowments are uncertain, but at last the public school trustees and many citizens throughout the state are aware

of endowment values and are co-operating with officials in these efforts to determine endowment status and guarantees.

It is only fair to add a final word regarding endowment policy in Idaho. In this connection it must be remembered that the public land program of the United States favoring the settler was over a century old when Idaho came into the Union. This program had its liberalizing influence upon endowment policy in the state.

Pioneers were anxious to secure title on the best possible terms to their homes. Those who were concerned about the progress of the state stood ready to give to them every encouragement in their efforts to build for themselves and the state; and what was true of the farmers and stock men holds equally for the prospectors, the merchants, and the lumber men. Likewise, the resources of the public school and institutional endowments represented tremendous potential values attractive to promoters and investors. Capital is necessary to development of natural resources on a large scale; and just as the progress of the state required the encouragement of settlers, so did the industrial development of the state require the encouragement of investors.

Consequently, the people of the new state and their officials came to think of the endowments in terms of personal interests and the industrial development of the state. But now the people of Idaho are thinking of the endowments in terms of provision for citizenship and the larger development of the state. And the investigations under way are but breaking the ground of a program for the realization and protection of endowment values in keeping with the intent of the federal land grants to the state.

Teaching Is More Than a "Job"

By W. A. KINCAID
Superintendent, Montpelier, Vermont

Outwardly the modern system of schools may resemble the factory, with its aim of mass production, but there is a vast difference. The teacher's work is essentially an art and can never be reduced to routine processes.

WHY should man be able to have so many more of the world's goods than it was possible for him to have even a century ago? Not only can he have those things which were not to be enjoyed by those of his social status but he may have many new undreamed of commodities which even the wealthiest knew not. The radio, motion picture and automobile are products of the last ten to twenty-five years so to speak. Telephones, electric lights, talking machines, kodaks, and the like are but a few years older.

Sometimes one really wonders how our forefathers of a century ago managed to enjoy themselves, what they really had for entertainment. Even football and basketball are less than seventy-five years old, and no one played golf except perhaps the very rich. One must pause and think to name a single home comfort or means of entertainment that has not been made possible within this period. Oh, yes, they did have musical instruments and good books, but even these were prohibitive in price for most people.

To return to the question how can man have all of these things? The usual answer is *mass production.* But mass production—what has made mass production possible? Man has discovered and developed another control over his environment. He has harnessed the power of coal, petroleum, and electricity.

When our ancestor parent of centuries ago began to emerge from the state of savagery, he found that certain customs, principles, laws and institutions must be established to govern his conduct and activities. The right of private property was necessary if he were to benefit from his labors except for the moment.

Family life has been materially affected and our whole moral code is being modified.

WHETHER private property continues or whether government control will displace it we do not know, but of one thing we can be reasonably sure, the day of centralization of control of human activities is here.

As evidence of the truth of the statement, we need look only to the fields of commerce and industry. One large plant now manufactures the clothing that hundreds of small home industries once made. Canada has only eleven banks. While our country has hundreds of banks, yet chain banks are being established in suburbs of larger cities and in the near-by villages. The number of grocery stores owned by the country's two large chains now runs into the thousands. A dozen large railroad companies and even a lesser number of auto companies have displaced hundreds of small businesses.

Even the professions are feeling the force of the movement. Large law firms now employ dozens of lawyers who have a particular outlined job to do. The situation in engineering is much the same.

While the result of all of this has been a tremendous increase in economic goods and many new conveniences, it has not come about without accompanying losses.

In this new super-organization it becomes obvious that the millions of laborers and persons along the line from the bottom to the top must look elsewhere than to their work for the real joy of living. So while big business has brought Fords, Victrolas, electricity, cheaper clothing and shoes and untold means of entertainment and conveniences it has robbed man of meaningful participation in his work.

Since the earliest beginning we have had the teacher. When public education began to take on its present form there came the school principal and superintendent. Later came the general and special subject supervisors. Each of these persons has tended to give our schools an organization not different in appearance from its industrial and business brother. Some thirty years ago every teacher working under a then modern supervisor was expected to know the "five formal steps" made famous by Herbart and to make each lesson conform to the Herbart outline. The project lesson, socialized recitation, and supervised study, have each since been stressed in many of our better school systems, and teachers have been expected to modify their efforts accordingly.

In one of our largest city systems the superintendent in the presence of a visitor took his watch from his pocket and announced that he could tell what every teacher in the system was teaching at that particular minute.

While the tendency for several years was toward a super-imposed teaching method, curriculum, and time allotment, the pendulum is at last beginning to swing in the opposite direction. Thayer in his "Passing of the Recitation" points out the excellent features of the project method, individual instruction, socialized recitation and other techniques. He goes on to show that while each of these has made its contributions, that no one of them is a panacea for all ills, something that may be applied in wholesale manner. The much heralded standardized achievement and intelligence tests, while it is generally admitted that they are of value, are beginning to be questioned in certain respects.

All of which means that teaching cannot be reduced to a routine way of doing things. We hear much of science in education, and it has made and will continue to make significant contributions.

However, the aims of education, and how scientific instruments are to be applied to achieve these aims, must be determined by reflective thinking, and in no true sense can be said to be established scientifically. Rather their selection is the work of the philosopher. When one deals with inanimate raw material he knows its properties, and because every bit of it is like every other bit he knows how it will react if treated in a certain way. How different a classroom group of forty children, no two of them the same and not another group like it in existence. Imagine, if you can, any prescribed procedure which the teacher may apply in detail according to directions received from above.

The problem would be relatively simple at that if the teacher's work were done when she has taught as much reading, spelling, geographical facts and number work as the mind can absorb within a given time. But alas, it is not so. With character development a major responsibility of every teacher, with habits, attitudes, and appreciations ranking along with or ahead of actual information and all of these things to be worked out for forty different pupils, the duplicates of which she never saw before, there is little danger that her work can be reduced to mere routine now or any time in the future. Teaching is and will remain essentially an art. The administrator or supervisor may develop courses of study, prescribe standardized tests, and aid the teaching process in many ways. But for him to attempt to prescribe the teachers' work in detail because of its varying character would be the height of folly. Too, he knows that while it is possible to have a certain industrial operation done in a particular way, the same is not so in teaching. In the first place it is doubtful if there is a best way in many cases and second, because of the varying elements of each situation no teacher could possibly memorize all of the best ways and have them ready for use as the occasion demands. He further knows that because of these factors and her nature that she makes her greatest contribution when she feels that the work is hers. The teacher may study the latest theories, methods, and testing procedures, but the way in which she applies what she knows will depend upon her ability as an artist teacher.

There is probably no greater satisfaction than that which comes to the teacher in the way of an appreciative response from her pupils. There is real joy in her work—she need not look elsewhere to find it.

A job may be thought of as a type of activity in which the person engaged does not initiate, direct or control, but confines his efforts to going through certain operations according to prescribed directions.

If the definition is a fair one there are approximately a million jobless teachers in the United States, many of them true artists in the fullest meaning of the word. So it is and so we would have it, for ours is the most favored of all professions in these hectic days of specialization in super-organizations.

They Say

WILLIAM J. BOGAN, superintendent, Chicago:—

"The schools are responsible in large degree for the great prosperity that has blessed America from the earliest days. Advances in culture and in standards of living are due in great part to advances in education made through the schools, and these advances have led to a great increase in the consumption of goods of every conceivable kind. . . . Production, too, has been increased by education. The complex system of industry which produces the greatest variety of goods required by our complex civilization must have for its successful operation a great body of trained, educated, adaptable workers."

WILLIAM McANDREW:—

"When I ask intending teachers what they do if crooks are nominated for office in their home town I am told that they do nothing. Why not? They were made public servants to secure good government. They say they'd be fired if they did. Until we get a few more people willing to run the risks that make heroes, why teach the children the lives of only dead ones? With all the ridicule heaped on teachers for talkativeness, foolish investments, and other things, let us not, in God's name, have the added slur that we are cowards."

WILL DURANT:—

"Before our children pass away men will be building character as they now build ships and planes. Human impulses, which have remained becalmed and almost changeless while all the world without has been transformed, will be consciously reshaped to the subtle and accelerated life that invention makes."

WILLIAM C. BAGLEY, professor of education, Teachers College, Columbia University:—

"The profession quite obviously cannot hold itself responsible for the inexperienced teachers, but some members of the profession believe that the profession should concern itself with the welfare of those experienced and successful teachers who, through no fault of their own and often from a most commendable desire for professional improvement, find themselves temporarily caught in the tangled skein of the widespread economic depression."

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Junior Colleges *in* California

By ELMER H. STAFFELBACH
Director of Research, California Teachers Association

THE first law relating to post-graduate high school courses in California was passed in 1907. In that year an act was passed which permitted the governing board of any high school to prescribe graduate courses of study, "which courses of study shall approximate the studies prescribed in the first two years of university courses."[1] The first of such courses, under this law, were established in the city of Fresno.

In a biennial report for the years 1914-1916, Will C. Wood, then Commissioner of Secondary Schools, advocated that the post-graduate courses in high schools be put upon "a more satisfactory financial basis,"[2] by providing that attendance in such courses might be counted in estimating state and county revenues. A bill embodying these provisions was enacted in 1917.[3]

GROWTH OF THE JUNIOR COLLEGES

In 1921 the legislature, acting on the recommendation of a Special Legislative Committee on Education, authorized in 1919, authorized the founding of junior college districts, and the establishment of junior colleges in connection with teachers colleges.[4] Financial provision was made for junior college districts to the extent of $2,000 for each two-year college formed, and $100 per unit of average daily attendance, such disbursements to be made out of federal apportionments to the State of California on account of income from mineral-bearing public lands.[5]

Under the provisions of this legislation the junior colleges have grown rapidly both in size and number. To the two such institutions organized in 1921-1922, five were added in 1922-1923, one in 1924-1925, two in 1926-1927, three in 1927-1928, and three in 1928-1929, making a total at the present time of sixteen. The total average daily attendance at these sixteen two-year institutions for the year 1929-1930 was 9,816.[6]

So rapid has been the growth of these institutions that the sources of revenue provided are insufficient to cover the grants made by the law of 1921. The last legislature recognized that some provision would have to be made for future growth. In this connection provision was made for the state to pay the difference between the amount in the junior college fund[7] and the amount necessary to fulfill the state's obligation under the 1921 law. Unfortunately, however, the provision was added to this measure that the state's obligation in the support of the junior colleges, in addition to its apportionment from the junior college fund, should not exceed $30 per unit of average daily attendance.

DEFICIT ESTIMATED FOR 1930-1931

According to estimates for the year 1930-1931 sent out by the State Department of Education, the Junior College fund, including the extra $30 of state money per unit of average daily attendance, will not be sufficient to meet the obligations of the state under the 1921 law. The estimates[8] of the State Department place the income of junior colleges from state sources to be:—

$2,000.00 per junior college.
70.43 per unit of average daily attendance during the year 1929-1930.

This means, then, that the local junior college districts will have to make up, in addition to their regular support, nearly $30 of the state's obligation per student.

The legislature meeting next winter should, and probably will, take steps to reimburse the local junior college districts to this amount.

FORMATION OF NEW JUNIOR COLLEGES CHECKED

A halt, temporary at least, has been called in the formation of new junior college districts. Communities applying to the State Board with all the requirements for forming junior college districts have been asked to await the action of the legislature. To do otherwise would be to increase the deficit in the state's apportionment and spread still more thinly the money the state now gives. Just what the legislature will do remains to be seen.

BASIC LEGISLATIVE CHANGES NEEDED

The California Junior College has already outgrown its swaddling clothes. As an institution, it has been tested under the present system of temporary and piecemeal legislation. It is now time that it be dealt with as a really significant part of the state's educational program.

The junior college developed in order to meet

1. Statutes of California, 1907, Chap. 69, p. 88.
2. Will C. Wood, Report of the Commissioner of Secondary Schools, Biennial Report of the State Board of Education, 1916.
3. Statutes of California, 1917, Chap. 304, p. 461.
4. Statutes of California, 1921, Chap. 495, p. 756, commonly known as Act 1477 (Deering).
5. Act 4936, General Laws (Deering).
6. This does not include attendance in junior college courses organized as high school departments. Such junior college departments have no separate corporate existence from the high schools, and are supported on the same basis as the high school itself.
7. The junior college fund is derived from federal grants on account of income from mineral-bearing public lands.
8. Bulletin of the State Department of Education, Division of Research and Statistics, released August, 1930.

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certain well defined educational needs. The lower division of the university was too crowded to take care of the numbers applying for admission. It was recognizing, too, that many high school graduates were being denied the opportunity for higher education because of the remoteness of the university from the communities in which they lived. In this connection it was felt that in the long run it would be cheaper to bring the first two years of the university to the communities than to send the youth of the communities to the university. It further was recognized that the junior college would allow the high school graduate to remain another two years under parental supervision, which in a large majority of cases would be discontinued if the youth went to the university.

THE ARGUMENTS ARE VALID

Few will care to question the validity of these arguments. The rapidity with which the junior colleges have grown is in itself evidence that a need for such institutions has long existed.

But the rise of the junior college movement has resulted in the transference from the shoulders of the state to those of the local communities much of the cost involved in the support of the first two years of the university.

The average cost per student in average daily attendance in the junior colleges during the year 1927-1928 was $284.12. Of this the local communities paid all but a little over $100. And in 1930-1931, unless increased aid be forthcoming from the state, an even larger proportion will fall upon the local districts.

Thus are the costs of higher education being shifted from "operative" property, taxed by the state, to common property, taxed by the local districts.

SUPPORT OF HIGHER EDUCATION IS A STATE OBLIGATION

In California, as in other states of the Union, both practice and theory have held that the promotion and support of higher education is a function of the state, and not of the local communities. The development of the junior college is a movement designed to bring advanced education closer to the people; but this should not affect theory and practice with respect to the support of such education. We need legislation which will provide:—

1. Enlarged powers of the State Board of Education with respect to the formation of new junior college districts. Eventually the state should be divided into such junior college areas as will, in the judgment of the State Board of Education, best meet the needs of the communities involved, and at the same time most satisfactorily supplement the present educational program of the state.
2. Generous authority on the part of the State Board of Education and the Director of Education, in the legislation and execution of policies best suited to adapt the programs of the junior colleges to the educational needs of both the communities and the state as a whole.
3. Complete state support of all junior college costs for instruction, not including outlays for buildings and grounds.
4. Restricted powers on the part of the districts to supplement, at its own option, such state provisions through district taxation.

(Reprinted by courtesy of Sierra Educational News)

CHARACTER WORKSHOP

Conducted by JOSEPH B. EGAN

Editor, The Egan Monthly Service in Character Training

Getting Down to Brass Tacks

IN THE three preceding weeks we have dealt, in the Workship, with the influence of the emotions and the vital need of a greater consideration of emotional values in the classroom.

Assuming for a moment that all real character training rises out of emotional self-control, and that a partial balancing, at least, of the emotional impulses of the child is necessary, before the will, under the guidance of the intellect, can be given a fair chance to operate, let us see just how classroom behavior is modified. It becomes evident at once that the stereotyped procedures along intellectual lines that have for their objects the influencing of the intellect, do not satisfy. A consideration of the conditions required in a plan which operates on the assumption that the child must be influenced emotionally is therefore of the first consideration. For instance, quite generally in the various books and suggestions offered in the character training field, we find reference to the case system, the thought being that the quickest and surest means of gaining the desired effect will be through the statement of a life situation, and its discussion, in the hope that from the statement and the discussion will arise a knowledge of right and wrong which will tend to forewarn the child when he comes to a similar situation.

To give concrete examples, here is a case statement along lines commonly used. Please notice how the entire attack is from the intellectual standpoint and how devoid of interest and emotional appeal the subject matter is.

THANKSGIVING DINNER

There is a law in the South against shooting wild turkeys.

Anthony knows all about this law. Thanksgiving Day arrives. His family is poor and hungry. Anthony takes his gun and determines to shoot a turkey. When he reaches the turkey pastures he changes his mind and decides not to shoot a turkey. He hears a shot. He investigates. He finds a turkey that some one else has shot. He takes it home.

Question—What will be his further action in the case if he is a good citizen?

It is evident that this case situation is real and likely to happen, in fact, has happened. It is also evident that the discussion of this case situation has certain value from a character training point of view. Consider, however, the same facts presented as follows:—

THANKSGIVING DINNER

From The Egan Monthly Service in Character Training. Copyright.

Wild turkeys were once very plentiful in the Southern part of the United States. Today they are very scarce because so many people have hunted them. In order to save the last few flocks from extermination, strict laws have been passed forbidding the catching, trapping or shooting of these very useful birds.

Anthony knew all about this law, for it had been studied in his civics class. He agreed that the law was a good one, and would have been the last to want it repealed. All these thoughts went through his mind as he stole out at sunset, gun held low, on a hunt that carried him directly towards the wild turkey pastures.

"I know it's wrong," he kept saying to himself, "but pap's sick, and we've been living on corn cake and bacon for almost three weeks. It's Thanksgiving, too, and we ought to have *something* to be thankful for."

In the distance Anthony heard the gobble of an old male turkey. "I won't shoot a hen turkey," he said to himself, "only a useless old gobbler. I know that's wrong, too, but what am I to do? Mother hasn't had a bite of fresh meat for a month—and little sister Sallie is getting as white as a turnip."

Even as Anthony talked his steps went slower and slower. At last he stopped and set his gun down against a tree.

"I don't know!" he said sadly as he shook his head. "Mother wouldn't eat a bite of that turkey if she knew, so I'd have to lie to her and I've never lied to mother. I don't know. It's going to be a tough Thanksgiving for all of us, but I guess I'll enjoy it better with a clear conscience. I won't do it!" he cried out loud. "I'll go back and round up a dinner some other way."

A sudden shot interrupted Anthony's thoughts. Someone was in there ahead of him. He dropped his gun and crept forward. He had gone scarce fifty yards when he came face to face with a stranger. Anthony was a big boy for his age, bigger than the man who faced him. The man held a huge, dead turkey by the hind leg. Anthony found himself speaking.

"Pardner," he said, "What are you doing with that bird?"

"Mr. Game Warden," said the man, "I—I—found this bird, but you can have it. Goodbye!"

With a quick thrust the man flung the turkey into Anthony's face and disappeared.

"Anthony," said his mother an hour later, "where did you get this bird?" Anthony told his story.

"Nobody will believe that but me," said his mother. "What shall we do? What *shall* we do?"

On presentation of *this* story the child is intensely interested. He is confronted with a real person, and through the well-known law of projection of self into the lives of others, the child *lives* through the situation. It, therefore, becomes a *true* experience with all the emotional values intact. The presentation, therefore, in this form of the case situation, first produces an emotional reaction which is quite independent of any purely intellectual condition—it is a matter of *feeling*. Around this feeling, while it is vivid and alive, the teacher weaves her purely teaching values, with a certainty that she has done far more than merely present a case situation.

From the foregoing it is evident that the technique of character training is largely the technique of eliciting emotional response on the part of the child.

Question—Granted that the vicarious experience, in other words the story, is a great means of gaining emotional response—what other means are there?

Answer—Anything that the teacher says or does that brings an emotional response is of vital character training value, either one way or the other. A word of sarcasm is of tremendous influence, for instance, on the destructive side. A word of praise, judiciously administered when least expected, is of tremendous importance on the constructive side. The teacher who thinks in terms of character molding influences, grows exceedingly cautious in the use of stereotyped methods of correction and punishment. This does not mean that the author advocates lack of discipline, since discipline is absolutely essential for all spiritual growth.

Anything that the teacher presents to the class, a visitor, an addition to her own dress, in the way of a flower, etc., an object of beauty, such as a vase or a picture, a smile, a happy laugh—all are beautiful emotional agents that have character-training value.

As a passing suggestion may I leave with you a thought from Kenwrick:—

"A story is a work of art. Its greatest value to the child is in the everlasting appeal to beauty by which the soul of man is constantly pricked to new hungers, quickened to new perceptions, and so given desire to grow."

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SELF-TEACHING SPELLING TABLETS. By Jesse E. Adams, University of Kentucky. Book One. Grades I-II. Book Two, Grades III-IV. Book Three, Grades V-VIII. Thick paper cover. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

Dr. Jesse E. Adams and his publishers take the learning of spelling seriously, which was never quite as important as it is to-day. Every boy and girl must spell correctly to get any position for wages. He must be able to spell correctly the words he has to write. He must learn to spell those words, must know that he knows how to spell them.

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ESSAYS OF TODAY, INFORMAL AND FORMAL. By Rose Adelaide Witham. Cloth. 430 pages. Boston: Houghton Mifflin Company.

The study of the essay, historically, is attracting unusual attention. It has been seriously neglected because of the vast amount of writing required to meet the various needs of the present day.

Reading is one of the teachers' greatest problems. The professional reading required is vastly more than ever before 1920 and it cannot be neglected. The teachers' salary, promotion, and retirement rank are now conditioned on professional reading.

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There could not have been a study of essays five years ago comparable to this in professional importance.

HAPPY TIMES WORK BOOK. By Sister Mary Estelle, Grand Rapids, Michigan. Illustrated by Helen M. Torrey, to accompany the Marywood Readers. Heavy paper covers, sixty-four pages (8 by 11). New York: The Macmillan Company.

Sister Mary Estelle's Marywood Readers which we reviewed with high appreciation have two Workbooks, "Stories and Journeys Workbook" and this "Happy Times Workbook."

Sister Estelle is one of the most discriminating elementary school book authors I have known. She thinks on the level of children of various ages as few authors are able to do.

As naturally as birds know the altitude in which they must fly, she never fails to think in the age-mind of the children for whom she is writing. This is one of the highest arts of school book makers.

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Another remarkable feature of her work is that she never fails to leave any subject on the flood tide of interest and scholarly attainment. In other words she is in every way instinctively thinking in the range of all children upon whom her attention is focused.

It is characteristic of parochial school teachers that everything they do must be in harmony with the spirit of their pupils. It is their business to be interested in their pupils to give the school a helpful atmosphere, and every thing in her school books has that warm approach in method and illustration to every lesson.

THE ART OF THE CHILD. By Alfred G. Pelikan. Cloth (9 by 11). New York, Milwaukee, Chicago: The Bruce Publishing Company.

It is impossible to give any idea of the value or character of this book with fifty-two pages of pictures made by children in the eight grades.

Each picture is analyzed and its significance suggested. There are twenty pictures drawn by first-grade children. A rabbit has a big head with long legs and almost no body. This finds a place in the collection because it is true to child nature to emphasize the leaping of a rabbit without regard to its ribs.

In the fourth grade there is a picture of eight children at play. Every child has an individual attitude, but there is a spirit of fun with each.

In the seventh grade there are more than twenty pictures. There are four pictures of groups of men or boys and they are selected because they represent perspective.

This unique Art Book is a remarkable presentation of the way children express themselves in form artistically.

THE FOOTBALL QUIZZER. With Changes in the Rules for 1931. For the use of players, coaches and officials. Prepared by William J. Sheeley. Paper cover. 100 pages (5 by 7). New York: A. S. Barnes and Company.

Knute K. Rockne, of the University of Notre Dame, wrote: "I think your football rules book is by far the clearest and easiest understood that I have ever seen, and our football team would not be without them."

Why should any one else say anything in commendation of this booklet?

The A. S. Barnes Company can always be trusted to have the best and clearest publications on field games of all kinds.

Books Received

"Occupations Through Problems." By Edmonson and Dondineau.—"A Child's Third Number Book." By Badanes.—"Teaching the Elementary Curriculum." By Davis. New York City: The Macmillan Company.

"The Story of the American People." By Kelty.—"My Community." By Hill and Sellers. Boston: Ginn and Company.

"The New Examination." By Bursch-Meltzer. Los Angeles, California: Southern California Depository.

"I Find My Vocation." By Harry Dexter Kitson. New York City: Mcgraw-Hill Book Company.

"Courses on International Affairs in American Colleges." By Symons and Shotwell. Boston, Mass.: World Peace Foundation.

"The History of Our Nation." By Chapman and Whitney. Boston, Mass.: Houghton Mifflin Company.

"Jean and Fanchon." By Olcott.—"The Self-Teaching Spelling Tablet." By Jesse E. Adams. Books 1, 2 and 3. Newark, N. J.: Silver, Burdett & Company.

"Ourselves and the World." By Lumley and Bode. New York: McGraw-Hill Book Company.

"The Beginner's American History." By Montgomery. Boston: Ginn and Company.

"School Nursing." By Chayer and Tuck, New York: G. P. Putnam's Sons.

"The Art of the Child." By A. G. Pelikan. Milwaukee, Wisconsin: Bruce Publishing Company.

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Intelligence Tests Built on New Plan

Dr. Haydn Brown, London Neurological Specialist, Uses Simple Objects for Measurement to Offset Effect of Training

LONDON.—The effort being made in America to devise tests that will measure native intelligence apart from qualities resulting from training is paralleled in Great Britain by the work of Dr. Haydn Brown, a London neurological specialist. He has recently invented what he calls the Sensameter Standard System, which has been tried successfully in some well-known schools and is now being put to use by a number of large corporations. The system is the fruit of twenty years of research.

Factors which have heretofore proved obstacles, when applying intelligence tests, such as previously acquired knowledge, specially trained minds, and of the power of memorizing, have been carefully eliminated.

Dr. Brown's effort, he explains, has been to discover a system which would test foundational intelligence and yet would be equally applicable to both the simplest and the most complicated minds.

This he feels he has succeeded in doing by consistently working from first principles and framing a system of tests based largely on the elemental senses. In line with the precedent set by Miss Helen Keller, who, through her sense of touch, was able not only to master her difficulties but to become a notable factor in the realm of education, it is largely on a sense of touch that the Sensameter System is based.

The tests measure chiefly the ability to arrange and discriminate between objects of different shapes and sizes, and the speed with which these feats are accomplished. At the same time the tests are so varied as to bring every facet of the brain into play.

All the objects used are simple, the effort having been made to keep as elemental a relationship to common forms as possible. One test, for example, deals with horizontal and vertical lines; vertical, because an aboriginal will be able to recognize it in the line made when an object falls from a tree; horizontal, because it is recognizable in the horizon or in the apparent line of a lake. Small balls would provide familiar shapes, while metal rings would associate themselves with native bangles.

Emotion, it is felt, often plays a part in intelligence tests, so Dr. Brown makes suggestions to put the persons tested into a natural environment.

Dr. Brown feels that not only will his system be able to test innate potentialities of intelligence but will enable parents, teachers and employers to discover the misfits in the business and commercial worlds.

Bible Americanized By Chicago Professors

CHICAGO.—An entirely Americanized Bible is soon to make its appearance. The New Testament version will be by Dr. Edgar J. Goodspeed, while the Old Testament will be presented by Dr. J. M. Powis Smith. Both are members of the faculty of the University of Chicago. "We feel our work will supply a great public need," Dr. Goodspeed said, "for while the King James version is a very lovely one, and there will always be those who cling to this old translation, the majority of the people do not understand the meaning of the Bible in its terminology."

Pays Tuition By Batik Work

NEW YORK.—The summer occupations of City College students ranged from supervision of construction jobs to serving as models for artists, it was revealed by A. L. Rose, manager of the college employment bureau. Some of the students were life guards. Ruby Schwartz, former captain of the Lacrosse team, was captain of bellhops t a mountain hotel. George Timiansky, 240-pound football player, made batik ties and saved enough money to maintain himself in college. More than eighty per cent. of the students, according to statistics, filled summer jobs and half of the under-graduates supported themselves completely.

N. Y. Students Shun Subway

NEW YORK.—With the record number of 203,216 students enrolled in the city's forty-two high schools, the Board of Education is being besieged with hundreds of requests for transfers to institutions nearer the homes of the students, it was disclosed. Herman H. Wright, District Superintendent assigned to high schools, said the usual excuse was that those seeking the transfers could not ride on the subway without becoming ill. Mr. Wright said he granted none of the requests made on those grounds. He told such students that if they were going to live in the city they had better get used to the subway.

Temple University Opens Disease Clinic

PHILADELPHIA.—Temple University has opened in one of its hospitals what is said to be the finest equipped clinic in the country for the treatment of diseases by means of heat, air, light, water and mechanics. Recognizing the growing importance of physical agencies in the treatment of disease, the university has set aside an entire floor in its hospital for the administration of these treatments which include the use of static machines, ultra-violet ray, infra-red rays, hydrotherapy outfits, diathermy machines and deep therapy lamps.

Long-Dead Languages Liven German Pupils

STUTTGART, Germany.—Classical education seems to be no dead weight upon the school children here. Pupils of the grammar schools, devoted to academic subjects, are one and one-half inches taller and weigh 3.3 pounds more on an average than those of the same age who attend the national or vocational schools.

Economic Crisis Turns College Co-educational

SALEM, Vt.—Hard times have opened the doors of Roanoke College, Lutheran institution for men, to women students. It was learned that many young women of the community who were studying elsewhere would have to quit school because of the depression. The college board decided to meet the situation by making the college co-educational.

Adds Course in Camp Technique

SYRACUSE.—A new course in camp leadership has been organized and added to the curriculum of the New York State College of Forestry here by Dean Hugh P. Baker. Fay Welch, special lecturer in camping technique, will give the course in the new department of forest recreation and park engineering. Thursday afternoons will be devoted to field work in camp technique and special program activities. A feature of the field work will be canoeing, outdoor cooking and other problems.

VISITS TO TEACHERS

Survey Shows Need for Classroom Guidance

NEW YORK.—The efficiency of teachers could be increased through the adoption of a "follow-up" service whereby the instructors helped each graduate student to adapt specific previous training, Dr. Effie G. Bathurst, research worker at Teachers College, Columbia University, declared in a survey on "A Teachers College Follow-Up Service."

Regular or periodical visits to the recently installed teachers to start them in their work with the least amount of friction is advised by Dr. Bathurst, who asserted that "when teachers' college faculties in de-limited, unsupervised service areas have taken fully into account the necessary period of post-graduation adjustment and the need of the college for contact with the field, they will establish for their graduates' adjustment period a systematized follow-up work."

Questionnaires answered by 292 teaching graduates disclosed the need of further training along the lines of teaching of phonics, teaching children to study, and teaching beginners. The graduates, rating their college preparation on certain teaching items, indicated that they were least adequately prepared on the "teaching of reading classics" and "working with the Parent-Teachers Associations."

At the same time Dr. Bathurst reported that the supervising instructors found graduates in need of most help in playground activity, socialization and self-government, and teaching of beginners. These are items on which students receive relatively little practice while in college, the survey declares.

High School Girls Victims of Racket

BROOKLYN, N. Y.—Dr. Harold G. Campbell, Deputy Superintendent of Schools, has revealed that Mrs. Evelyn W. Allan, principal of the Girls Commercial High School, Brooklyn, has recently asked the police to investigate a new racket by which nearly a hundred students had been told they had to pay fifty cents before they could register. Mrs. Allan said that the victims had given their teachers blue slips purporting to be receipts for subscriptions to a school newspaper that didn't exist. Some of the girls explained that they had been told by a solicitor that it would be necessary for them to subscribe to the newspaper before they could register at the school. Representatives of the so-called newspaper visited their homes later and told them they must be ready to present a subscription receipt upon registration. The principal said that most of the parents taken in by this racket had previously sent their children to private schools or to schools outside the city.

Foreign Professors At Porto Rico U.

SAN JUAN, P. R.—The University of Porto Rico opens the school year with the addition of visiting faculty members from Spain, Latin America and the United States. The arrangement, by which the insular university received the benefit of visiting or exchange professors from mainland and foreign institutions, is a major result of the policy of Chancellor Carlos Chardon, who was formally installed three months ago, to break through the isolation due largely to geographical location, and establish contact with centres of thought in different parts of the world.

Teachers Present Bids for Position

GANN VALLEY, S. D. — Sealed bids were submitted by teachers who applied for a position at a rural school in western Jerauld county. Because there were such a large number of applicants the board of education adopted this method. The teacher employed submitted a bid of $60 per month.

AVERAGE COLLEGIAN

Two Life-sized Plaster Figures in Harvard Museum

CAMBRIDGE, Mass.—In the Peabody museum of Harvard, writes Ernest Albert Hoaton in "Up From the Apes," are two life-sized figures of plaster, one representing the average college woman and the other the average college man. These figures were modeled on the basis of averages of physical measurements taken by Dr. Dudley Sargent, a pioneer in scientific education in this country, upon some thousands of students from Radcliffe, Simmons and other women's colleges, and upon Harvard men. The mean age of these students was twenty years.

The plaster figures were made for the world fair held in Chicago in 1893. The average Harvard man of 1892 was five feet, eight inches in height (172.72 centimeters) and weighed 138 pounds. The college woman of that day had a mean stature of five feet, three inches (160.02 centimeters), and a weight of 114 pounds.

The male figure is well built, with a strong neck, broad shoulders, ample chest and straight muscular limbs. But the female figure has hips and legs which are too heavy for her slender chest and narrow shoulders; the lumbar curve is overaccentuated and her appearance as a whole is not one of grace and vigor. Of course these figures represent the average dimensions of college people of Massachusetts in the "gay nineties."

It is certain that the stature of college women in the United States has been increasing. The average height of 1,116 women of Stanford University in the decade from 1891 to 1901 was 63.2 inches (160.53 centimeters). But the mean for 1,707 students between the years 1911 and 1921 was 63.8 inches (162.5 centimeters), an increase of three-fifths of an inch. Similarly, the average stature of 1,600 women students of Oberlin College increased from 62.6 inches in the years 1886-93 to 63.6 inches in the years 1909-15.

Manchurians Study Mass Education Plan

PEIPING. — Forty Manchurians have been sent to the "model county" of Tinghsien, in Hopei province, to study the methods of Dr. James (Jimmy) Yen in mass education so that they can organize a similar movement at home. The late Chang Tso-lin was one of the first Chinese leaders to support Dr. Yen's mass education movement in 1924. At that time Dr. Yen hoped to "make all China literate in a generation." Now he has concentrated his efforts on a single county, in which every man, woman and child has learned to read and write.

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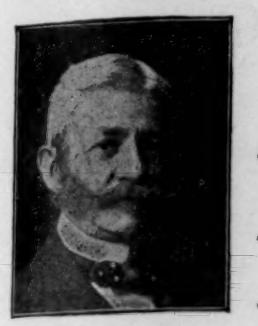

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Art of Living Aim of College

SCHENECTADY, N. Y.—To teach the art of living is the highest purpose of a college, Dr. George Dwight Kellogg, of Union College, told the new freshman class. "Too many students," he said, "are content if they simply learn something of how to make a living. The art of living is not taught in any prescribed course, but must be acquired by the student as a by-product of the intellectual and cultural influences working upon himself. His personality (call it, if you will, the social expression of character) must be molded and directed through conscious and unconscious adaptation to an uplifting cultural environment."

Twins Taught School 41 Years

PHILADELPHIA. — Miss Anne Linton and Miss Elizabeth Linton closed their desks in adjoining classrooms in West Philadelphia High School a few days ago and said brief, touching goodbyes to their pupils and their colleagues of the teaching staff. This seemingly unimportant event was of unusual interest in Philadelphia because the Misses Linton are two of the most famous twins in America and because they have, in forty-one consecutive years of teaching, built up a reputation for their knowledge and their bility to impart this knowledge to youthful minds. The Linton sisters have, since their birth, been inseparable companions and always have looked and acted so much alike that it was difficult for their friends to tell one from the other. They decided as girls that they wanted to be school teachers and to teach mathematics. Before they retired from active work each of them achieved national prominence by receiving doctor's degrees from the University of Pennsylvania. This honor came to them for the solution of Pascal's "mystic hexagram," a highly involved problem devised by the seventeenth century philospher-mathematician.

Professor in Hospital; Classes to Follow Suit

COLUMBIA, Mo.—Classes in Germanic languages at the University of Missouri started as scheduled—but they were held in a hospital room instead of a lecture hall. Professor Hermann B. Almstedt, instructor here since 1896, slipped on a polished floor and fractured his leg. He was taken to a hospital, but sent word to faculty colleagues and students that he did not intend to allow the injury to interfere with his being a professor. "I will conduct regular classes from my hospital bed," he said cheerfully. "The doctor has promised to supply me with a blackboard and plenty of chairs."

Nebraska University Registration Off

OMAHA, Neb. — Notwithstanding pleas to keep the boys and girls in school this year instead of turning them loose to compete for jobs, records of enrollment at the University of Nebraska indicate a slight falling off, presumably due to the depression.

Urges Religion In Education

NEW YORK.—The field of education has grown so broad that students need guidance, particularly the "higher guidance" of religion, the Rev. Dr. Frederick H. Knubel, president of the United Lutheran Church in America, said recently in a radio address. "Encyclopedic minds, such as Gladstone's, no longer exist," he said. "A man must learn the mental danger of overfeeding and necessity of balanced mental meals. It is here that the entire range of electives presents its critical offers and dangers to youth. Nevertheless, life incessantly faces a fork in the road, and almost daily some choice decisively affects life's direction. Life is just one choice after another."

Announcement . . .

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Faster Reading To Save Time

AMES, Ia.—By learning to read more rapidly the average student may gain seven hours a week. So contends Dr. A. R. Lauer, associate professor of psychology at Iowa State College, following a study of 135 students. The average student, he says, spends twenty to twenty-five hours a week reading material that could be read in twelve to eighteen hours—an excess equivalent to thirty-six days yearly. He recommends that students keep their minds on the subject, see phrases instead of words, then comprehend whole paragraphs, read silently, never take notes; relax occasionally and summarize.

Pupils Undergo Physical Tests

BOSTON.—The huge task of examination of school children of Boston, who have reported for the fall reopening, has begun. Every child will undergo a strict test as to indications of infantile paralysis. The unfit will be weeded out and sent to their homes, there to remain until all danger is over. The entire personnel of the department of school hygiene is on duty. It consists of a director, twelve supervising physicians, sixty-seven examining physicians, sixty-four nurses and twenty-one matrons. Each examination will be a thorough one and will, in addition to the precaution from the infantile paralysis angle, include tests for indications of various other diseases common to children. It will mean for thousands a physical examination, without cost, that otherwise might not be received by them.

"Healthmobiles" For Los Angeles

LOS ANGELES.—Dentists and oculists now come to many Los Angeles school children in offices on wheels. Two "healthmobiles," equipped to give dental and eye examinations, have been pressed into service at the request of Dr. Sven Lokrantz, director of health in the Los Angeles school district. Each "caravan of mercy," as the children sometimes call the healthmobiles, is equipped with a complete dental office, a desk for the nurse who assists the dentists, and a room for testing the vision of pupils. The charge to each child for a dental treatment or an eye examination is only ten cents. Fees go to local parent-teacher associations.

Pupils Go On Strike

NEW ROCHELLE, N. Y.—Fifty school children went on strike here recently at the order of their parents, who assert their children should be permitted to attend the new Henry Barnard School instead of meeting in an older building. The parents sent petitions to the local and state boards of education and to Mayor Walter J. C. Otto requesting a transfer from the old Stephenson School to the new Barnard. Since the paralysis epidemic has voided the school attendance rules, no immediate action will be taken by officials.

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Grins Between Grinds

Fat of the Land

A farmer was passing the insane asylum with a load of fertilizer. An inmate called through the fence: "What are you hauling?"

"Fertilizer," replied the farmer.

"What are you going to do with it?"

"Put it on my strawberries," reported the farmer.

The inmate countered quickly: "You ought to live here. We get cream on ours."

Eventually

Mr. Peters had brought a piece of blue serge home and he was going to have it made up into a suit.

His family, examining the material spread out on the table, remarked on the fine quality of it, and even little Leslie felt he ought to say something about the proposed suit.

He turned the stuff on the wrong side and peered at it.

"You've got the wrong side, idiot," said the father crossly.

"No, I haven't," returned Leslie. "This is the side I'll get when it comes to me."—London Answers.

And Discovered

Bobbie (reading history, and looking up suddenly)—"What is beheaded, mother dear?"

Mother—"Having one's head cut off, darling."

Bobbie (after a thoughtful moment)—"I suppose defeated is having his feet cut off, is it, mother?"

Her Error

Motherly Old Lady (to small boy)—"My dear, does your mother know you smoke?"

Small Boy (coldly)—"Madam, does your husband know you speak to strange men?"

Superfluous

A child of ten was explaining to her five-year-old brother how very wrong it is to work on Sunday.

"Why?" said the boy. "Policemen work on Sunday; don't they go to heaven?"

"No," explained the little girl. "They are not needed there."

Preparedness

Parson Johnson—"Why do you desire to join the church?"

Rastus White—"Pahson, I'se got a job puttin' a roof on a chicken coop and fencin' in a watermelon patch, an' Ah needs strengthenin'.

Meetings To Be Held

OCTOBER

23: Barnstable County Teachers Association, Hyannis Normal School, Secretary, Miss Bertha S. Weber, North Street, Hyannis, Mass.

23: Bristol County Teachers Association, Fall River. Secretary, Mildred J. O'Leary, 176 June Street, Fall River, Mass.

23: Norfolk County Teachers Association, Ford Hall, Boston, Secretary Katherine J. Waldron, High School, Braintree, Mass.

23: Plymouth County Teachers Association. Bridgewater Normal School, Secretary Clare A. Crowley, Dunbar Street School, Abington, Mass.

22-24: Indiana State Teachers' Association, Secretary C. O. Williams, 205 Hotel Lincoln, Indianapolis: Indianapolis, Indiana.

22-24: Montana Education, Secretary R. J. Cunningham, Box 218, Helena: Miles City, Helena, Lewistown, Montana.

23: Connecticut State Teachers' Association, Secretary Gordon C. Swift, Watertown: Hartford, New Haven, Bridgeport, Norwich.

23-24: Maryland State Teachers' Association. Secretary W. H. Davis, Havre de Grace: Baltimore, Maryland.

23-24: National Congress of Parents and Teachers of West Virginia, Secretary Mrs. C. H. Absher, 2122 Wythe Avenue, Bluefield: Wheeling, W. Va.

25-29: National League of Compulsory Education Officials, Secretary M. C. Andrew, 301 Court House, Memphis, Tennessee: Toronto, Canada.

28-30: National Congress of Parents and Teachers of Iowa, Secretary Mrs. Charles F. Pye, 415 Shops Bldg., Des Moines, Iowa: Cedar Rapids, Iowa.

29-31: Colorado Education Association, Secretary W. B. Mooney, 530 Commonwealth Building, Denver: Grand Junction, Pueblo, Denver, Colorado.

29-30: Maine Teachers' Association, Secretary A. W. Gordon, State House, Augusta, Maine: Portland, Maine.

29-31: Rhode Island Institute of Instruction, Secretary C. W. Bosworth, 77 Rolfe Street, Cranston: Providence, R. I.

NOVEMBER

4-6: North Dakota Education Association, Secretary M. E. McCurdy, Fargo: Bismarck, North Dakota.

4-7: Kansas State Teachers' Association, Secretary F. L. Pinet, 315 W. 10th Street, Topeka: Lawrence, Manhattan, Salina, Dodge City, Wichita, Chanute, Kansas.

5-6: Association of Urban Universities, Secretary C. S. Marsh, University of Buffalo, Buffalo, New York: Toledo, Ohio.

5-6-7: Tenth Annual Meeting of the All-State Conference for Vocational Homemaking Teachers. Sherman Hotel, Chicago.

5-7: Wisconsin Teachers' Association, Secretary Bart E. McCormick, 716 Beaver Building, Madison: Milwaukee, Wisconsin.

6: Essex County Teachers Association, Tremont Temple, Boston. Secretary, George Campbell, Marblehead High School, Marblehead, Mass.

6: Worcester County Teachers Association, Plymouth Theatre, Worcester. Secretary, Everett L. Wentworth, Junior High School, Worcester, Mass.

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